

THE AMERICAN TEACHER

Two new patrons at opening of the children's section of the United States library, Rangoon, Burma—part of the world-wide information service. (See story on page 10)



Labor Notes

By MEYER HALUSHKA, Local 1

Record Load of Claims Made in 1949 for Unemployment Insurance

WASHINGTON, D.C.—The sharply accelerated rate of industrial layoffs during the first 7 months of 1949 and generally higher unemployment levels resulted in a record-breaking volume of claims for unemployment insurance benefits and record disbursements to jobless workers during 1949, Robert C. Goodwin, Director of the U.S. Labor Department's Bureau of Employment Security, announced.

In a report to Secretary of Labor Maurice J. Tobin on BES activities, Goodwin said an estimated one billion, seven hundred dollars was paid out by state employment security agencies to approximately 7,500,000 unemployed workers. In 1948, payments totaled \$790,000,000.

Job placements, primarily due to strong demand for agricultural workers, exceeded 14,000,000, it was reported.

Goodwin said that while the high rate of benefit disbursements reduced reserve funds built up for such emergencies, the payments had been easily financed and, with the exception of one or two states, trust fund reserves were sufficient to finance the payment of benefits even if employment should drop sharply from its current level.

"State unemployment taxes amounting to slightly less than \$1,000,000,000 were collected during the year," Goodwin reported. "For every dollar of taxes collected during the year, about \$1.75 was paid out in benefits. The excess of payments to unemployed covered workers reduced aggregate reserves in the Federal Unemployment Trust Fund by less than 8 percent. The balance in the Trust Fund at the year's end was about \$7,000,000,000 as compared with \$7,600,000,000 at the close of 1948."

Goodwin said the average weekly payment for total unemployment, which fluctuated around \$20 during the first half of the year, rose gradually to about \$21 during the last 3 months.

The employment security system could have been more effective in combating the effects of unemployment, he said, had it not been for the wide variation between states in the



Matthew Woll (extreme right), AFL vice-president, is shown here examining the contents of an AFL-donated CARE package. With him are representatives of two French trade unions, Force Ouvriere and Confederation Francaise de Travailleurs Chretiens.

amount of weekly benefits paid eligible unemployed workers and in the duration of benefits.

"It is a tribute to the states that there have been improvements in state laws, including wider coverage and increased maximum amounts as well as in duration; but much more remains to be done. Benefits are still generally inadequate. The potential duration of benefits is still too short. Unemployment insurance is not protecting the worker or maintaining purchasing power as adequately as it might."

TVA Brings About Tremendous Growth In Electric Service

How public power and valley development help the people is amply illustrated in the 16th annual report of the board of directors of the Tennessee Valley Authority.

Four times as many persons in the TVA area have electric service as had it in 1933.

The average home uses five times as much electricity as it did 17 years ago.

Sixty-seven per cent of the farms in the region now have electric service, contrasted with 3 per cent in 1933.

The region used 10 times as much power in the year ending June 30, 1949, as it did in the year TVA was established.

The average home in the TVA re-

gion in the last fiscal year used 2,800 kilowatt-hours, which is 70 per cent more than the national average.

Note to electrical equipment manufacturing and sales firms: Residential users of TVA power purchased \$100 million worth of electrical appliances during the year.

Beyond all this, of course, are the conveniences and comforts which low-cost electricity makes possible. Also the economic activity and resource development which adequate electrical service stimulates.

All of which is the biggest argument possible for Columbia and Missouri Valley Administrations.

—From *The League Reporter*, published by Labor's League for Political Education.

British Trade Unions Gain in Strength

Official figures published a few months ago show that there are about 9,250,000 organized workers in the trade unions of Britain. This represents an increase of about 160,000 over the preceding year.

More than 90 per cent of the aggregate membership of all the British unions is concentrated in about 90 unions. On the other hand there are many small unions. Of the approximately 700 unions in Britain, about half have a membership of fewer than 1,000.

March, 1950

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Teachers' Pension Systems Not Threatened By Proposals to Extend Social Security

BECAUSE of false reports that have been circulated among teachers throughout the country, many have been needlessly alarmed concerning the security of their pension systems. The creation of the hysteria that has been spread among teachers in all parts of the nation is a great disservice to the teachers.

Throughout all the discussion concerning the possibility of extending social security to teachers and other public employees, there has never been any danger that sound pension systems for teachers would be destroyed by the enactment of H. R. 6000. Actually this bill provides that groups of teachers now covered by any pension system, good or bad, could not be included under social security unless three steps were taken:

1. A compact would have to be set up between the state and the social security administrator.
2. The state legislature would have to pass permissive legislation.
3. The teachers already covered by a pension system would have to vote by a two-thirds majority to be included under social security.

In addition, if a local board of education has set up a local retirement system, it too must take action.

It is a serious reflection on the intelligence of teachers to think that they would vote by a two-thirds majority to give up a sound and adequate pension system for lower benefits under social security.

Labor's Stake In Freedom of Inquiry

"THE GREATEST contribution that this nation can make to the rest of the world today is a strong, prosperous, enlightened, humanitarian America." So spoke Senator Hubert H. Humphrey at the 68th annual convention of the American Federation of Labor. Such an America can exist, however, only if, along with other freedoms, there is full freedom of inquiry.

In the struggle to win and to preserve this fundamental freedom, organized labor has had a special stake. For not only have organized workers the same interest as any other citizens in maintaining freedom of inquiry as essential to the democratic way of life, but they have the added incentive that comes from the realization that freedom of inquiry is basic to all the hard-won rights of labor, including the right to unite with other workers to solve a common problem, the right to strike, the right to picket, and the right to participate in political action.

There was a time when labor unions had to work in secret because any attempt by workers to join together was interpreted by the courts as "criminal conspiracy." There was a time—not so long ago—when many of the activities in which unions now engage were not recognized as the expression of the workers' rights. Even today there are constant and bitter attacks on organized labor. And when the Congress of the United States enacts legislation which attacks union security, it follows that the long battle for recognition of labor's rights must be fought all over again.

But now that labor has come of age, there is no longer any reason to go underground—to form the secret societies of the 19th century. The worker is now strong enough to resist attacks. To bolster this resistance, Labor's League for Political Education was formed by the American Federation of Labor. Part of its preamble states that "such attacks can successfully be defeated or prevented only by means of a unified, intelligent, effective, and coordinated action on the part of workers" through an organization established for such purposes.

Yes, labor has a program. But the program cannot be carried out without full freedom of inquiry.

Labor Must Have Access to the Facts As the Basis for Collective Bargaining

Indeed every step in the collective bargaining process involves freedom of inquiry. For on what basis can unions call for adequate wages, sound pension systems, and improved working conditions, if they have not first been able to inquire freely—to gather data on existing conditions and to accumulate information on which they can base their case? Labor must be free to get the facts on production, wages, the cost of living, profits, legislation, and many other subjects. For without such information, labor can merely make demands—demands which may or may not be reasonable or possible of fulfillment.

To assist in obtaining and making available the kinds of information needed by labor, efforts have been made and are still being made to pass legislation that would establish a Labor Extension Service.

Labor Must Keep Its Members Informed

Directly related to the freedom to inquire is, of course, the freedom to transmit the information obtained through inquiry to the members of the unions. For although a union may maintain itself for a limited time by depending merely on its leadership and on the size of its organization, in the long run no union can be really strong and effective unless its members are well informed—unless they understand what the union is striving for and why, and how the union may expect to attain its goals. Most American workers, I believe, will not long follow *blindly* a path laid out for them by union leaders, however wise and honest they may be. Eventually the union members will want to know the facts on which union policies and action are based and to participate in the development of policies and the decisions on action.

Moreover, if a union is to be a democratic organization, it *must* have an informed membership, capable of deciding policies on the basis of a careful examination of the facts. It is obvious that only if there is freedom of inquiry can there be an opportunity to find the facts, to weigh them, and to come to an intelligent decision on policies and programs of action.

To enable workers to become better informed on problems directly affecting union members,

the Workers Education Bureau, the official educational agency for the AFL, has been engaged in promoting and expanding programs of workers' education throughout the labor movement. It serves as a guidance center and clearing house of information, and its field staff provides technical assistance in setting up classes, institutes, and conferences. A very important part of its work has been the preparation of special books and pamphlets for union members.

Some unions, notably the International Ladies Garment Workers Union, offer comprehensive educational programs for their members.

Various universities, too, have established workers' education programs in recent years. In this area much greater progress could be made if a satisfactory Labor Extension Service could be established through federal legislation.

The hundreds of newspapers and magazines published by labor groups provide another avenue of information for union members.

Labor Must Have the Opportunity To Present Its Case to the Public

It is not enough, however, that organized labor have freedom of inquiry and the opportunity to transmit its findings to its members. It is necessary also that labor have the means of placing its case before the public. Organized labor must become articulate through the press, the radio, and the film—the common avenues through which economic and social forces work in this second half of the twentieth century. Free inquiry implies not knowledge for a few, but dissemination of information on a broad front.

We must make people alert to the fact that our daily newspapers frequently have a biased policy, often inimical to the best interests of the worker and the general public. The radio and the film may also be instruments used by groups with selfish interests, opposed to those of the worker. The only antidote to misinformation and half-truth is to supplement the story with full and accurate information presented from the viewpoint of labor. Such a process requires pages upon pages of readable material circulated daily, hours of radio time devoted to real situations, and lengths of film depicting things as they are—not merely as we might wish them to be.

As one means of presenting labor's side of the story, the AFL recently launched a nation-wide radio program, with Frank Edwards as the newscaster. The program is broadcast over the Mutual Network five nights a week, Monday

through Friday, at 10:00 P.M. E.S.T. For some years the Chicago Federation of Labor has operated its own radio station, WCFL. More and more frequently labor participates in discussion programs which are broadcast throughout the nation.

Labor Must Inform Itself About Problems Involving General Welfare

Organized labor cannot be content, however, with gathering and disseminating information concerning its own immediate problems. There must also be freedom and ample opportunity to become informed about all the important problems facing our country today. For organized labor would be a narrow, selfish group seeking only its own advantage if it were not concerned also with the problems of general interest to the country. Labor wants to present its views, it is true, but it needs also to understand the attitudes of other groups in the nation. Only in this way can policies be worked out that will be of advantage not only to organized labor but to the country as a whole.

Labor Must Work for Freedom of Inquiry Throughout the World

Freedom of inquiry is of vital importance, then, both for the promotion of labor's interests and for the general welfare. But nowhere is freedom of inquiry needed more urgently today than in the field of international relations. Here labor has a significant contribution to make. For neither armed might nor diplomacy alone can bring about friendly relations between the nations of the world. Through the newly organized International Confederation of Free Trade Unions, a promising start has been made toward bringing the workers of the democratic countries into closer relations, so that a real understanding between the peoples of the various nations can be built up. Organized labor could perform no greater service today than to show the workers of the countries represented in ICFTU that the United States is honestly seeking to enable them to improve their economic and social conditions—that the United States has no "imperialist" aims. And if somehow this information could be disseminated among the workers in the countries still unrepresented in ICFTU, there would be much less reason to fear another war.

The labor movement must break through the insulation of diplomacy; where nations as nations draw apart to preserve their special interests, workers must draw together in common interest.

There must be no barriers between workers. No matter where man works, what he believes, or what language he speaks, he has problems and objectives, desires and satisfactions which he shares with his brothers in all parts of the world. The rights of the worker must be defined, and efforts must be made to secure these rights for all workers everywhere. In this task, the International Labor Organization can be of great help. But the real motivation must come from the urge within the worker himself to understand the problems which workers everywhere are struggling to solve. Through the exploration and study

of these problems can come the true recognition of the brotherhood of man.

The labor movements in the United States have amply demonstrated the rewards of freedom of inquiry. It is logical, then, that American labor should recognize the need to win this same freedom for workers throughout the world. To the degree that each member of the labor movement sees this need and accepts his responsibility to work for the cause of individual freedom can labor realize its aims throughout the world.

JOHN M. EKLUND

APPLICATION FOR SCHOLARSHIP FOR A.F.T. WORKSHOP

awarded by
Committee for Democratic Human Relations

The American Federation of Teachers has made available a scholarship of \$100.00 to cover the costs of tuition and living expenses of an AFT member attending the AFT Workshop at Madison, Wisconsin.

This scholarship is awarded in the hope that it will aid the recipient in strengthening the practice of democratic human relations within his or her local and its community. It is also hoped to facilitate the development of favorable public opinion regarding labor unions and their aims. Preference will be given to a candidate living in an area where acceptance of democratic human relations such as a lack of bias based on social, racial, religious, or economic factors, seems difficult to attain.

Name

Address

Present teaching position

Professional affiliations

.....

.....

Labor affiliations

Community activities

Remarks (May be a statement of reasons for application)

.....

.....

.....

Mail application (by May 15, 1950) to

**Miss Layle Lane
226 W. 150th Street, 2J
New York 30, N.Y.**

For further information regarding the purposes of the scholarship kindly write to Miss Lane, chairman, Committee for Democratic Human Relations.

AFT Workshop to Contribute To Gompers Memorial Program

THE SEVENTH AFT Workshop, to be held at the University of Wisconsin's School for Workers from August 6 to 19, 1950, will join in the American Federation of Labor's celebration of the Samuel Gompers Centennial by undertaking to state Gompers' philosophy as it applied to free public education for both children and adults during a life-long advocacy and support of increased free public opportunities for education.

The purpose of this study is to make available authentic material on the role played by the AFL throughout its entire history in the field of public education in the community and the nation as a whole.

Union teachers have long recognized the need for such material to counteract the flood of literature continually supplied to schools by employers' organizations. As yet the labor movement has made no concerted effort to make available, for interpreting the American scene, adequate literature showing the services and functions of unions.

Commenting on the proposed program for the AFT Workshop, William Green, AFL president, wrote: "The project proposed is certainly timely, practical, and constructive. . . . You will be filling a long, obvious gap in labor literature. . . . Your project would also emphasize the service which the American Federation of Labor has rendered to the community and the nation as a whole. . . . No more effective monument could be provided for Mr. Gompers than this type of literature for use in the public schools which he appraised so highly."

The research and study will be directed by Dr. Selig Perlman and such resource persons as he may select. Most of the former Workshop members, who know Dr. Perlman, agree that there is no one better qualified to guide and direct this significant undertaking.

The School for Workers staff will include the director, Ernest Schwarztrauber, his genial assistant director, Vidkunn Ulriksson, and James Graham, recreation director who has just returned from 18 months in France with the American Friends Service Committee.

This year the school will occupy new lakeshore quarters at 10 and 16 Langdon Street, where there is a two-story recreation hall, 26 by 45 feet, opening onto a porch overlooking the lake. Broad lawns and shade trees, set about twenty feet from the shore, give a maximum of privacy for our students. In addition two piers are reserved for our exclusive use.

With a worthwhile project directed by one of America's best labor economists in a setting that is second to none, the 1950 AFT Workshop is launched.

The AMERICAN TEACHER will publish further details, with pictures of the new, well-equipped quarters, in the April and May issues.

* * *

If you think you will attend the Workshop next summer, fill in the Application blank below as early as possible and send it to the AFT Research Director, Florence R. Greve, at the office of the American Federation of Teachers, 28 E. Jackson Blvd., Chicago 4, Ill.

I plan to attend the AFT Vacation Workshop to be held at the University of Wisconsin School for Workers, Madison, Wisconsin, August 6 to 19, 1950.

NAME.....

ADDRESS.....

NAME OF A.F.T. LOCAL.....

Secretary-Treasurer's Page

The Defense Machinery Of the AFT

ONE OF the most successful phases of the program of action of the American Federation of Teachers is the operation of its defense machinery. In fact, the AFT is the only national organization which can rightfully lay claim to a successful defense program for teachers in the United States. In 1936 Dr. Howard K. Beale made a study of the defense facilities of teachers' organizations in the United States and reported as follows in his well known book *Are American Teachers Free?*:

"... the American Federation of Teachers is, among national organizations of educators, at present in existence, the only really effective friend of freedom for teachers below the college level."

The defense machinery of the AFT is far stronger today than it was in 1936 when this statement was written by Dr. Beale. A decade ago the AFT entered into tenure cases not so much in the hope of winning cases and restoring teachers to their positions as for the purpose of making it increasingly difficult to dismiss teachers. In recent years the AFT has been winning the great majority of its tenure cases and putting teachers who have been unfairly dismissed back on their jobs.

Dr. Wellington Fordyce, a school administrator, in his doctoral dissertation "The Origin and Development of Teachers' Unions in the United States" (Ohio State, 1945) states frankly that "lack of academic and personal freedom, unjust dismissals of teachers, autocratic attitudes on the part of administrators, political control of school boards and the failure of traditional teachers' associations to correct or alleviate these abuses" are the causes of the formation of teachers' unions. Dr. Fordyce's study is further proof that the AFT is the only national organization which has really done something about unfair dismissal of teachers.

A supreme example of the ineffectiveness of non-union teachers' organizations in the field of

tenure is illustrated by a visit to the AFT national office a few months ago of a classroom teacher from a Western state. This teacher stated that he had been dismissed from his teaching position *because he was serving as chairman of the committee on tenure of the state teachers' association.* When he was asked why the state association did not defend him, he said that his superintendent wielded a powerful influence in the association. When local and state teachers' associations are controlled by those who do the hiring and firing, there can be no effective defense of the classroom teacher from unjust dismissal.

During the first twenty years of AFT history, the defense machinery of the organization was relatively weak. An attempt to set up a defense fund by voluntary subscription did not bring in any substantial amount of money. In 1937 the national defense fund and the national committee on tenure and academic freedom were established. Support of the defense fund became part of the regular annual budget based on an allocation of one cent per member per month set aside from the regular per capita dues of locals.

Since the fund was established in 1937 it has proved to be ample for granting substantial financial assistance in every bona fide tenure case in which an appeal was made to the national organization by a local. Also, since 1937 the defense fund has always had a substantial balance on hand, and at present it has a balance of several thousands of dollars. Even during World War II and the postwar years, when excessive convention costs, high rent, and other inflated operating costs placed a heavy strain on AFT funds, a substantial balance was maintained in the defense fund.

The defense fund is available as a service to all locals, large or small, regardless of the amount paid into the AFT by these locals. In some cases allocations have been made to small locals whose total dues could not repay the amount in many years. Unjust dismissal of any teacher in a local, large or small, is a concern of the entire AFT. Many cases which could not otherwise have been won have been brought to a successful conclusion with the help of the national organization. Almost constantly one or more tenure cases are being processed by the AFT somewhere in the United States. In recent months teachers who were unfairly dismissed were reinstated in their positions in Illinois, Montana, and Massachusetts.

Miss Ann Maloney, chairman of the defense committee, which is now known as the National Committee on Teachers' Rights, has had a long experience in AFT defense problems. She herself was threatened with dismissal for union activities in Gary, Indiana, a decade ago and won her fight with labor support. She is now president of the AFT state federation in Indiana and a national vice-president of the AFT. Since the AFT maintains the strongest and most effective teacher defense machinery in the United States, Miss Maloney occupies the most significant post in the nation today in defense of tenure and academic freedom. Much of the work of Miss Maloney's committee is of such a nature that it goes unheralded in the press and some of the greatest victories cannot be widely publicized without injury to the person or persons involved.

In 1940 the defense mechanism of the AFT was greatly strengthened by the retaining of a General Counsel, Attorney John Ligtenberg. During the last ten years Mr. Ligtenberg has become one of the outstanding legal authorities in the United States in the field of teacher tenure. Obviously Mr. Ligtenberg's service cannot be made available to all of the approximately 400 locals and state organizations affiliated with the AFT. His counsel, however, has been of great value to the national organization in handling tenure cases.

Every member of the AFT should be a better teacher because of the sense of security which comes through knowledge of the fact that a very

successful defense machinery is constantly poised for action against the unfair dismissal of any member. If the AFT accomplished nothing else at all than its work in the field of tenure and academic freedom, its existence would be more than justified.

IRVIN R. KUENZLI

AFT Pilots Chicago Visit Of Japanese Union Leaders

A delegation consisting of some of Japan's leading trade union experts visited Chicago and vicinity during the latter part of February to study the operation of democratic government there. The group studied many phases of civic life, but placed special emphasis on the operation of the schools of the city.

Since the teachers of Japan are nearly 100% organized in a trade union which is the second largest in Japan, the Chicago Teachers Union was asked to take charge of the study which the delegation made of the Chicago schools. The Japanese trade union movement is interested in assisting to establish an educational system similar to that in the United States to provide a program of free education as the foundation of a democratic society.

The visit to the United States was inaugurated by U.S. Occupational Authorities in Japan, and the delegation was selected and cleared through the office of General MacArthur. Describing the purpose of the visit, Assistant Secretary of Labor Philip M. Kaiser, stated: "Our success in winning genuine friends of democracy through our programs with German labor officials has convinced us that this plan of study for Japanese officials can also go far toward helping the Japanese understand the United States and its institutions."

Among the members of the Chicago committee were: AFT Secretary-Treasurer Irvin Kuenzli, chairman; John Fewkes, president of the Chicago Teachers Union; Ann Maloney, AFT vice-president and president of the Indiana Council of Teacher Unions; William Swan, president of the Gary Teachers Union; Henrietta Hafemann, chairman of the international relations committee of the Chicago Teachers Union.

JAPANESE GIRL SCOUTS SEND GIFT TO AMERICA ●

Representatives of Girl Scouts of Japan entrust a Japanese doll to an employee of the Pan American Airways for transportation from Tokyo to the United States. The doll was presented to the Girl Scouts of America in New York as a token of gratitude for their assistance in reorganizing the Girl Scout movement in Japan.



ACME PHOTO

TRADING IDEAS

Through U. S. Libraries And Cultural Centers Abroad

ALMOST EVERYONE has heard of the exchange teacher program, which seems to be one of the most effective means of building understanding and friendship between our country and foreign lands. Less well known is the program of establishing U. S. libraries and cultural centers abroad. This program, which provides one of the chief outlets for American thought and culture, was made possible by the passage in 1948 of Public Law 402, and is under the guidance of the Department of State, assisted by other Federal agencies.

The U. S. libraries provide American publications to foreign readers and offer programs of lectures, films, and other educational and cultural activities. "Publications are selected to give the widest range of up-to-date information about what Americans are doing and thinking in various fields—the humanities, science, agriculture, health, education, medicine, politics, industry, engineering, and other subjects," states the U. S. Advisory Committee on Educational Exchange in its report, *Trading Ideas With the World*, released last October by the Department of State.

"This is a world program," continues the report. "The 67 U. S. libraries and 22 reading

rooms reach around 3,000,000 readers annually in 60 countries of the world."

Testifying as to the worth of this undertaking is the following letter from a technical school:

"We wish to express our deep gratitude for offering to allow us to consult American reviews and technical books from the American library. Although some time has elapsed since the end of the war, it has not been possible for us to renew our subscriptions to scientific reviews or to procure those American technical textbooks which are so important for us and which we need in our scientific work. This same situation also prevails in other branches. The interruption of cultural contacts with other countries will have serious effects on the progress of civilization in this country and this situation is becoming more serious with the passing of time. Were it not for the American library, our isolation would be complete. The American generosity in opening this library has greatly alleviated one of the most fatal consequences of the war. We consider the opening of this library the most useful gift the United States could offer our people."

Half of the users of U.S. libraries are professional and intellectual leaders of other countries



● CHILDREN'S LITERATURE EXHIBIT AT U.S. CULTURAL CENTER IN RIO DE JANEIRO

● THE PATIO READING ROOM AT THE BENJAMIN FRANKLIN LIBRARY IN MEXICO CITY



—government officials, scientists, educators, journalists, engineers, doctors, and other influential citizens. These leaders put the information they obtain from our libraries to immediate use.

The thirty cultural centers which participate in this program are in various Latin American countries. These institutions originated as the result of cooperation among nationals of host countries and American residents there, and, in some cases, with the participation of the Department of State. These centers offer library facilities, lectures, concerts, exhibits, and motion pic-

tures, teach English and the language of the country, and sponsor social activities which bring Americans and nationals into direct contact.

The cultural centers are housed in centrally located quarters which provide an American atmosphere. The governing bodies of the centers are local boards of directors, made up of resident Americans and nationals of the countries in which the centers operate. Sixty percent of the funds which go toward the support of cultural centers are derived from local and private sources abroad. The remaining forty per cent is contributed by the United States.

TRADING IDEAS Through Exchange Teachers

ALICE GILGALLAN, a British exchange teacher, tells some of her impressions of American schools as compared with those in Britain.

IN GIVING my impressions of American and British education, it would be foolish of me to attempt to compare a large school system like the one in Chicago—with its varying neighborhoods, races, and creeds—with a school system such as I came from—in a small industrial town with a population of 50,000, a community of people who live in their own homes, where "apartment house" is an unknown term, and where there is very little transfer from one school to another.

It would be rash of me to make any sweeping statements on either British or American education, since I feel that both here in Chicago and

over in Britain a good deal of experiment is now being carried on. We in Britain, in the face of grave economic difficulties, are attempting to implement the Education Act of 1943; while in Chicago a new and, I am certain, far-reaching statement of philosophy is being discussed. It may be said, however, that both countries realize that upon the education of her people the fate of any country depends.

The greatest difference in our education is in organization. Here two great differences are noted: first, in the great number of children housed in one building; second, the wide age-range within that building. As far as the size

of the school is concerned, the chief aim in British education is to preserve the feeling of an intimate community within each type of school—and the younger the child is, the more intimate should that community be. Putting this ideal into practice, we provide a separate existence for different age groups. There is a theory that between the ages of 2 and 8 children change and develop extremely rapidly, and that change of environment should be a definite stimulus to development. The ideal pattern in our system should be: a nursery school for children from 2 to 5—a self-contained unit with a maximum of 40 children; an infant school for those from 5 to 7, with a maximum of 300; a junior school for those from 7 to 11, with a maximum of 400; secondary school for those between 11 and 18, with between 500 and 1,000 children. Thus in British education there is nothing to compare with a grade school where children may receive the first nine years of their education in one school.

* * *

The schemes of work, general aims, and teaching methods do not vary much at the junior school stage, but there is a definite divergence at the high school level. In Chicago the greater percentage of grade school children will pass on to the high school of their choice. In England, where we have secondary education at three definite levels, the child has to prove his capabilities before he is allowed to go to either the grammar or the technical schools. This gives rise to a social problem, where the grammar school type of education is desired because of its social value and not because a particular child is fitted for that type of education. The answer to the problem would be the multi-lateral type of school providing all three types of education in the same building. The cry against this type of education is that it makes the schools too big. This, I feel, is true, because our smaller schools do provide for a close cooperation and a feeling of unity between members of faculties and between faculties and children. A child in a smaller group is made to feel much more of an individual with a developing personality.

* * *

Chicago's idea of educating the whole child is obviously put into practice, and this is seen to great advantage in the high standard of art and music produced in the Chicago schools. I think that here the organization into districts, with special art and music supervisors, pays.

The parents of retarded or maladjusted children in Chicago should feel grateful for the thought and care which is given to these children. Such a well-planned adjustment service I have never experienced, and it will certainly improve the general standard. I do feel, however, that the philosophy of equal opportunity for developing the innate ability comes down heavily in favor of the abnormal child, rather than the child with the extra talents. In Britain we feel that upon these children lies a good deal of hope for the future.

Again, I can feel nothing but admiration for the work done and the opportunities given to the physically handicapped children. It is wonderful to know that because of the material aids and the individual teaching, these children can graduate from the grade school to the high school no longer handicapped in the true sense, but able to take their places with other children. Our medical plan for the normal child is, I feel, more comprehensive. The system of regular medical examination throughout the school career—and even before—works on the theory that “prevention is better than cure.”

* * *

The idea of a college education for all is unreal, and I feel that in Britain we face the truth and admit that in any modern civilization there will always be a large group of people who will get very little mental stimulus out of their work. There are so many jobs in this mechanical age which are routine, repetitive, and almost soul-destroying. The children who eventually will do these jobs must be trained to develop within themselves the mental resources to enrich their lives and must, therefore, be *trained to live rather than to earn a living*. I feel that we are more fully aware of this concept.

* * *

I find American children full of energy and initiative, much more sophisticated than their British counterparts, restless, and much more accustomed to stimulation from outside sources. They are well aware of the great wealth of material resources available to so many. I note a casual attitude toward personal possessions and equipment—probably because I come from a country where, among many other commodities, even paper is rationed.

* * *

In England we begin and end our day with a corporate act of worship and devote 30 minutes

each day to the study of the Old and New Testaments. There is no dogma taught, but there is a wealth of teaching of human relations. Any child who wishes may withdraw from this lesson.

* * *

Chicago, with its four universities, offers unlimited opportunities for education to all who wish to avail themselves of it. The amount of in-service training that goes on accounts for the amazing vitality which is noticeable throughout the system. I believe our teachers, by comparison, might seem somewhat disheartened and depressed, because they have endured more from the effects of the war and are still battling against the difficulties of our economic situation. When I compare the two situations I marvel that such progress is being made in England with so many factors against progress.

* * *

I find that to American children England means the country where Robin Hood roamed

Sherwood Forest with his Merry Men, where in modern times the men of Scotland Yard—on the right side of the law—are reputed (so say the children) to be the finest detectives in the world, and where a totally incomprehensible game called "cricket" is played.

Among the adults, interest is concentrated on Winston Churchill—still obviously enjoying high repute—the Royal Family, and socialized medicine.

* * *

To me America will always leave a general impression of a people abounding in energy, generosity, and good will. It is heartening to see and hear of the warm welcome being given to the many different nationalities constantly arriving here, seeking either an economic security or a personal freedom which for many reasons they cannot find in their native land. I myself feel that I have been the recipient of a minor Marshall plan.

LOUISE WEAVER, of Local 880, comments on some of her experiences as an exchange teacher in Britain. This article is taken from the "Federation Reporter," published by the Philadelphia Federation of Teachers.

A RECENTLY-returned exchange teacher told AFT members in Philadelphia about "freezing and teaching" in England last year. Despite the tremendous sacrifices involved, she said, the British people are determined that their children shall grow into the best educated and physically strongest generation of adults in British history.

Louise Weaver, a member of the Chester local, taught in a small mining and fishing town in Northumberland, near the Scottish border, and found the going rough. For one thing, said Miss Weaver, she could not get warm, either in her lodgings or in school. The unheated, dilapidated school building did little more than keep the rain off.

The present school act, extending the leaving age to 15 (and ultimately to 16) and setting up a new system of secondary schools, was put into effect in 1944, while Britain was still at war.

This act—a symbol of Britain's will to build a better future—meant a tremendous increase in the school population and a doubling of expenditures for education. It is not surprising that the country has still far to go to provide proper facilities for the new plan.

No valid appraisal of the results of the Education Act can be made for another five years.

A significant innovation under the new system is the "secondary school" for non-college youth. This school now provides further education for those who, under the older system, would have received only elementary education.

Under the British system, children enter the nursery school at five years and enter the junior school at seven. They remain in the junior school until they are ten.

At ten years, all children take a scholastic examination. Those who pass—a small percentage of the total—go on to an academic school, where they are further prepared for college entrance. All others go to "secondary school" until they reach the "leaving age"—at present, 15 years.

Many Britons, teachers and laymen alike, have been critical of this practice of grouping children so rigidly at an early age on the basis of a two-hour examination. Consequently, abolition of the scholastic examination as a final means of determining what school children must attend is planned for 1952.

* * *

Miss Weaver found herself ill-prepared for the rigors of life in Britain.

"When I appeared in school wearing practically all the clothes in my wardrobe, my headmaster seemed shocked," said Miss Weaver. "He

wanted to know what I was going to do when winter came."

"Winter?" I asked. "What do you call this?"

"Oh, these," he explained, "are the fine autumn days."

* * *

The extent of material shortages in England cannot be fully understood by one who has not experienced them at first hand, said Miss Weaver.

In her school, no more than a third of the required books were ever available. A piece of chalk was something to treasure. There just were not enough rooms to go round. This last problem was handled in an extraordinary manner.

At the ringing of a bell (or, upon the banging of a garbage pail lid—when the bell didn't work) children and teachers gathered in the courtyard, the teachers calling their charges to them. When teacher and class had found each other, "scouts" were dispatched to find and take possession of an unoccupied room. If and when the scouts were successful, one of their number would return to notify the teacher and the rest of the class.

Then followed another struggle to obtain books.

Just about the time the class was settled, the bell (or lid) would sound again, and the process would be repeated.

"We sometimes have chaos in Chester, too," commented Miss Weaver. "But there we organize it and call it Progressive Education."

Miss Weaver found British children far more advanced in mechanics than American children of the same age.

She noted, however, that British children seemed to lack adaptability and resourcefulness. They had not been taught to think independently nor to work with others. . . .

* * *

The schools of Britain have been made the agency for guaranteeing adequate nutrition for the new generation. By the school feeding program included in the 1944 school law, the British adult population voluntarily sacrificed itself to the needs of growing boys and girls.

British schools now provide over one million meals per day free to school children. The school meal is better than that which can be provided at home under rationing.

* * *

"The English idea of America is still formed by Hollywood," said Miss Weaver. "I lost caste when I admitted that I didn't know a single cinema star."

"The ordinary Englishman assumes that except for a few large cities America is a wilderness inhabited by Indians. For him, gang warfare rages constantly in Chicago. He knows that America is a land of great material wealth and no culture."

"We have not done a successful job of selling Hometown, U.S.A."



● Although life is still "austere" in Britain today, the British people realize that conditions are even more difficult in some other countries. They are doing their part, therefore, to help some of those who have suffered most from the consequences of the war. The International Help for Children Organization brought this group of orphaned Greek children to Tilford, England, where they spent six weeks completely free from regimentation. They were then placed with foster parents who will care for them until they are ready to return to Greece after a three- to six-month stay.

ACME PHOTO

Employment Outlook for Teachers In Elementary and Secondary Schools

AMERICA'S colleges will have to train four times as many grade school teachers as were trained last year to meet the peak need for new teachers in 1953-54, when a tremendously increased flock of children will crowd the schools.

This conclusion is contained in a 90-page bulletin, "Employment Outlook for Elementary and Secondary School Teachers," released a few weeks ago. The publication—the first to analyze the long-run need for teachers on a state-by-state basis—was prepared by the U. S. Department of Labor's Bureau of Labor Statistics in cooperation with Veterans Administration.

The main cause of the severe grade school problem, the report states, has been that teacher-training institutions in most states are turning out far fewer teachers than are needed. In 1949, for example, 25,000 teachers were trained, yet the need was for 75,000. (See chart, page 16.)

Also, the need for teachers has been made more acute by the millions of "war babies," many of them already of grammar school age; more millions of "post-war babies" will soon be starting school.

Peak enrollment in grades one to eight is expected in about 1957 in most states. However, the report points out, the greatest number of new teachers will have to be hired in 1953, when the most rapid rise in enrollments is anticipated. (See chart, page 17.)

The picture for high school teachers is quite different. Nearly every state now has an oversupply of high school teachers, except in special subject fields such as home economics, commercial work, and industrial arts. In 1949, four high school teachers were trained for every one who was needed.

The outlook for teachers at the secondary school level may become worse before it gets better. The number of high school teachers required in most states probably will decline slightly until 1952. For three years after 1952, the report predicts a slowly increasing need. Next will come a rapid increase until the late 1950's, as the peak numbers of students move from the lower grades into high school.

The report presents charts to illustrate another reason for the shortage of teachers at grade

school levels. It points out that more new teachers will be required to take the places of those leaving the profession than will be needed to handle the additional youngsters. (See pages 18 and 19.)

The rate of leaving varies widely from state to state. In 19 states, the 1948-49 ranged from 3 to 18 percent.

As an example, enrollments in Kansas elementary schools are expected to be 50,000 higher by 1956 than at present. It will probably take about 1,600 new teachers to handle the increase, and another 12,000 for replacements alone, should the withdrawal rate remain as high as it was in 1948.

On the other hand, Arizona grade school enrollments are expected to increase by about 36,000 by 1956, requiring about 1,200 new teachers. But, partly because of lower withdrawal rates, only 2,000 additional teachers will be needed for replacements if the rate of leaving stays the same as in 1948.

The problem of grade school teacher shortages is complicated by varying working conditions and salaries from state to state. Many states, with relatively good salaries and working conditions, draw teachers from other states. This increases the training problem for the less fortunate states.

Number of Teachers Trained in 1949
Compared With Estimated Peak Needs

Selected States	Estimated No. new teachers needed in 1953-54	Elementary teachers trained in 1949*	Teachers Trained in 1949 as a percentage of needs in 1953
U. S. Total	100,000	25,000	25
Ohio	5,000	939	19
W. Virginia	1,450	336	23
Florida	2,175	564	26
Michigan	4,300	1,189	28
Kentucky	1,925	591	31
Idaho	425	150	35
Vermont	275	108	39
Arizona	475	221	46
Iowa	1,800	854	47
Colorado	825	415	50
Wisconsin	1,875	1,214	65

*Maul, Ray C., "Teacher Supply and Demand in the United States."

The table above gives some indication, on a state-by-state basis, of the nation's acute

TEACHING



AMERICA'S LARG



IN 1949 FEW TEACHERS COMPLETED
TRAINING FOR ELEMENTARY TEACHING
WHERE THE NEED WAS GREATEST

ELEMENTARY

SUPPLY



1 was trained for every 3 who were needed

DEMAND



HIGH SCHOOL

SUPPLY



4 were trained for every 1 who was needed

DEMAND



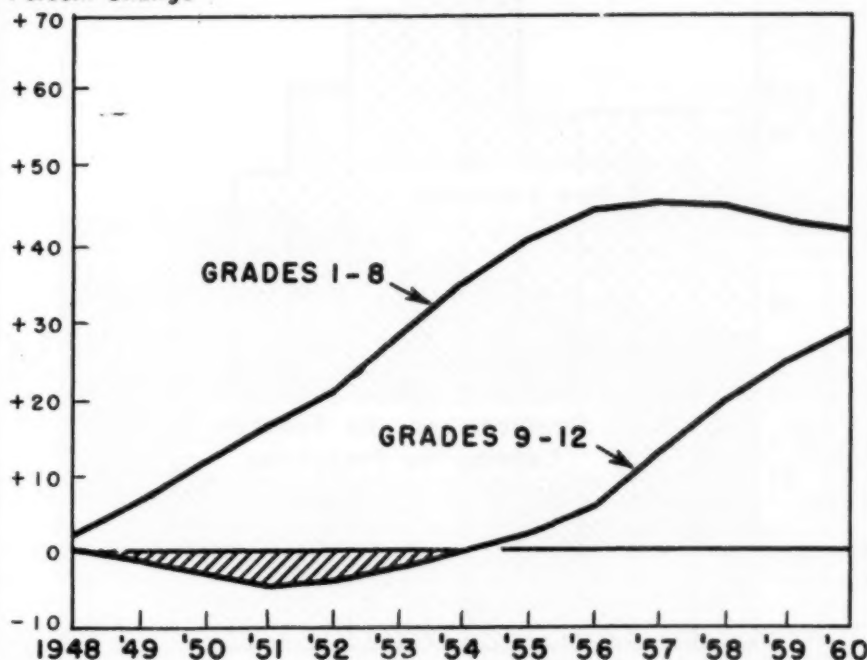


ST PROFESSION OFFERS THOUSANDS OF JOB OPPORTUNITIES EACH YEAR

NUMBER OF STUDENTS IS INCREASING

Percent change over April 1947 enrollment

Percent Change



need for training additional grade school teachers. Data for the school year 1953-54 are shown, since that is the year when the greatest number of new teachers will have to be recruited in most states. The number of replacements included in the estimated need for teachers is considered conservative.

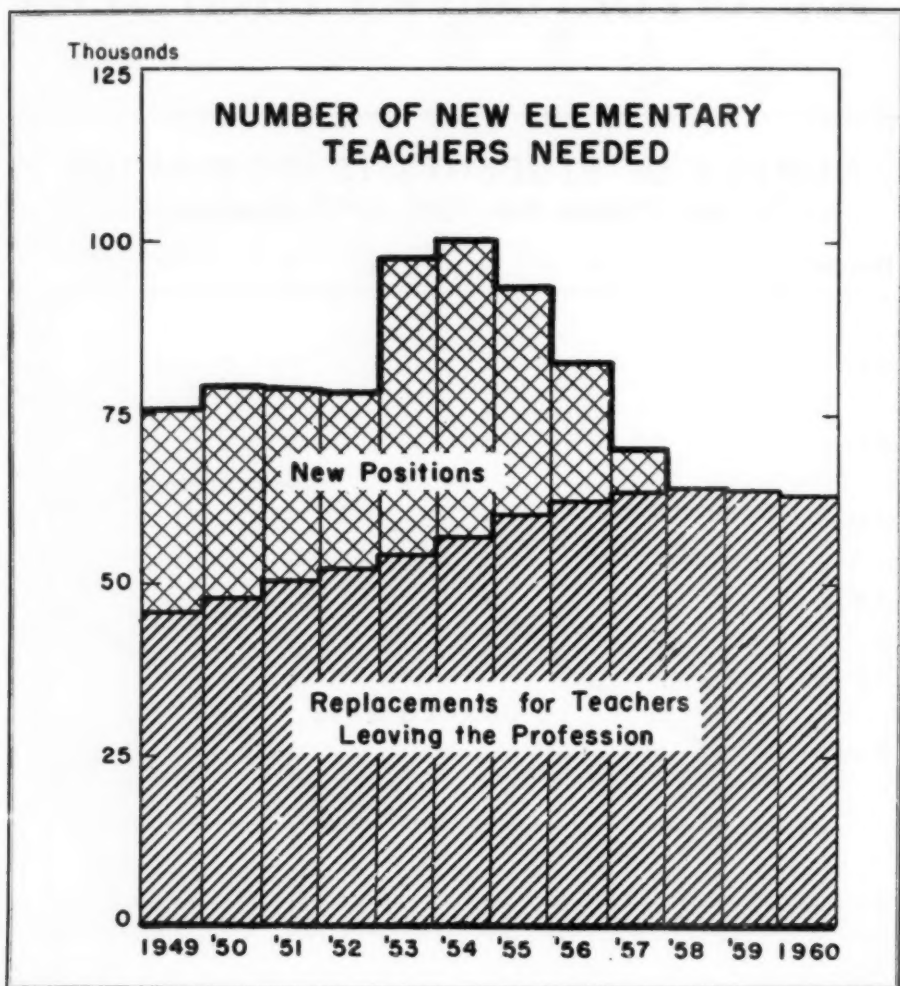
Estimates in the table are based on the expected number of pupils for each state. The Bureau of Labor Statistics prepared estimates of public day school enrollments for each state up to 1960. The estimates take into account the number of births through 1948, forecasts of births through 1953, the trend for children to stay in school longer, and interstate migration.

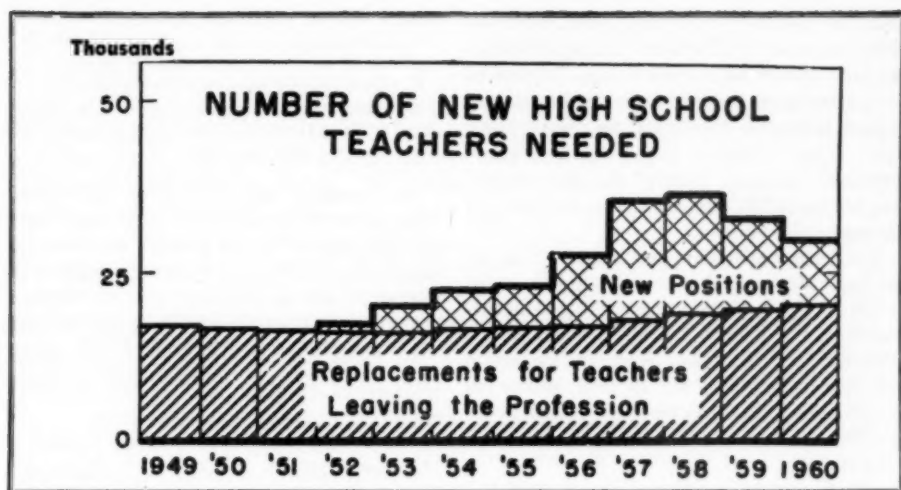
In determining the number of additional teachers needed each year in each state, the increase in enrollments was calculated and then applied, using a ratio of 30 pupils per teacher in elementary schools and 25 pupils per teacher in high schools. These are the highest ratios educational authorities consider generally acceptable.

Finally, in its computations, BLS considered the number of teachers required to replace those leaving the teaching profession or transferring to other states.

* * *

In addition to reporting on the employment outlook, *the bulletin gives information on certification requirements and earnings in each state.*





The report initially was prepared as a V-A pamphlet for use in the advising and guidance of disabled veterans in the Vocational Rehabilitation and Education programs.

It also has been issued as Bureau of Labor Statistics Bulletin No. 972, designed for use in

vocational guidance of high school students, veterans, and others interested in choosing a field of work. It is available to the public, for 35 cents, from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Early Democratic Training

By SEMA WILLIAMS HERMAN, Local 1, Chicago

This article is reprinted from "Elementary English." Mrs. Herman, who is a primary teacher in the Gregory School, Chicago, worked out the ideas expressed in this article for use with kindergarten and retarded first grade children. Many of the methods described here have been used successfully also with children of average, as well as above average, intelligence in Grades 1 to 3.

MANY authorities in the field of human relations are now agreed that training for democratic living should begin at an age when the child is freest of prejudices, at the time of his first entry into school.

Of the various approaches to such training, the one most possible for the youngest pupil to understand and absorb is the direct method of learning to live cooperatively with others through actual experiences repeated often enough to give a concrete basis for patterns of democratic behavior. To prepare a child for taking his place in this type of situation necessitates enlisting his good will by letting him know that he is liked and noticed as an individual, and making him part of

an environment in which such an attitude toward one's fellows is a consciously stressed objective.

The main efforts of the teacher here should be directed toward:

1. Creating an atmosphere of friendliness and security in the classroom.
2. Building up belongingness in each individual and among all the children.
3. Developing and nurturing feelings of identification and kinship with other human beings who differ from them.

Such a program may best be initiated by the inclusion of all the youngsters in the same social group called "neighbors." This familiar and friendly term whose meaningful content reaches

back into preschool experiences, when used skillfully becomes a bond between the pupils and an attitude toward all human beings. Introduced very casually by the teacher on the first day of school, it may be substituted for "you," "we," "he," "she," "they," "boy," "girl," "man," "woman," "person," "people," etc., and occasionally for the child's own given name, in nearly all classroom conversation.

Continual employment of "neighbor" as reflecting wholesome relationships will soon render it not only part of the youngster's speaking vocabulary, but actually the fabric of his experience of living as he translates attitude into action and vice versa. This will in time become an ameliorating influence in the social outlook of the members of his own family, his playmates, and his friends.

Other socially suggestive words such as "share," used instead of lend, "together," and "help," may be combined with "neighbor" and employed in directives to the children, to explain, encourage, emphasize, and praise all friendly and constructive acts as they occur in the classroom. The expressions listed below may serve as illustrations:

As directives:

1. Sit, stand next to (behind, in front of) a neighbor.
2. All neighbors in this row (room) will go (sing, stand, march) together.
3. Take a neighbor for a partner; choose a neighbor.
4. Help your neighbors work (dress, find their things).
5. Ask a neighbor to help you.
6. Share these (pencils, crayons, etc.) with the neighbors at your table, in your row, in the room.

In questions:

1. What neighbors want to take a turn (had a turn)?
2. What neighbors want to help (to share)?

As descriptives:

1. Our animal neighbors.
2. Neighbors who live (work, help, play) together in our room (school, neighborhood, etc.).

To define and encourage desirable behavior:

1. It's American to use "Good Neighbor Words" when you ask a neighbor for something or when you get something from a neighbor. Such words are: "Please," "May I," "Thank you, good neighbor," "You're welcome, good neighbor."
2. A good American does not hurt neighbors; he helps them.
3. You have been good neighbors today.
4. That's being a good neighbor.
5. It's good to have good neighbors, isn't it?
6. We need our neighbors to help us (to work for us,

to work with us) and to make us happy.

7. A good neighbor shares.
8. A good neighbor gives everyone a chance.
9. A good neighbor helps everyone that he can.
10. A good neighbor takes turns using things.
11. The nicest thing about the neighbors in this room is the way they help each other.

To strengthen the program for harmonious living, all activities in the classroom should serve as opportunities for the practice of wholesome relationships and be used whenever possible to illustrate as well as emphasize positive values.

With very young children these may include:

1. Aiding one another to dress, find things, carry bulky or heavy objects such as chairs, blocks, etc.
2. Straightening the schoolroom, building a block house, putting up drawings for display, etc.
3. Sharing tools (pencils, crayons, etc.), books, toys, helping in the improvement of skills such as cutting, pasting, drawing, writing.

Pupils should be encouraged and given freedom to avail themselves of a neighbor's help when they need it, and to take part in helpful tasks of their own volition when they see an opportunity arise. The teacher must be alert to note the smallest friendly act at the time that it occurs, and call it to the attention of the class immediately so that social recognition may highlight it as desirable and as a pattern to be followed by individual and group.

Opportunity for recognition should be especially accorded to the unattractive, the unlikely, the backward, or otherwise handicapped child. The simplest work at which these may succeed may be reserved for the latter two; if it is not possible for them to attempt such work successfully, attention may be called to some attractive phase of their appearance or carriage. The assignment of pupils belonging to all four of these types to positions of temporary importance, such as the chance to pick a leader of a game, to select a song or an activity for group participation, to award an honor to someone chosen by the class, will soon awaken the other youngsters to the values of these children as individuals and in turn give to them a sense of security and adequacy, and a feeling of good will toward their classmates.

Complimenting the group frequently on their amicable relationships as a reason for the teacher's affection toward them, as well as provision of enterprises for individual participation to

foster such relationships, is a very effective way of encouraging group unity.

The establishment of a "surprise" box to be filled with objects used for rewards, has proved very successful in this way. Its name refers to the fact that the time, the reason, or the occasion for the award is unknown in advance. The candy, cookies, small toys, pencils, crayons, etc., which it contains, donated by teacher and pupils at various times, are reserved for individuals showing exceptional understanding as borne out in cooperative and friendly action or improvement in some facet of scholarship, of attitude, or of behavior, and are awarded to these by pupils who recognize such changes and call them to the attention of the group. This gives roles of importance to the earner of the honor, his discoverer who has the privilege of selecting the prize, and the donor who contributed it, all of whom share the applause of the class at the time of the award.

Such a procedure will soon lead the children to take satisfaction in their neighbors' progress as in their own, realizing a sense of achievement since they have shared in the important role of giving recognition to it, thereby building a real feeling of good will which is so essential to healthy group living.

* * *

Another practice which aids in the establishment of individual security through class recognition and class participation is the recognition and celebration of birthdays. Early in the semester pupils may be led to see that these are common to the lives of all neighbors and, though they occur at varying times, may be enjoyed by all. The procedure of giving a pat on the shoulder for each year, and an extra one for "good luck" to the "birthday child" followed by class rendition of the "Birthday Song" and the awarding of a sweet to the celebrant, has been found successful with all young children. Older ones may make greeting cards by decorating small squares of paper bearing "Happy Birthday" for presentation at completion to the youngster being honored.

Games and exercises afford opportunities for leading roles that may be used to build a sense of security as well as to give the class one more avenue for the practice of group participation and interdependence. It is suggested that the teacher keep a list of the names of the children in the class,

and enter a check after each as he receives his chance as leader in any activity.

Songs that foster friendly understanding should be part of each day's music. Here, too, may be found openings for leading roles, as pupils take turns in choosing songs to be sung from the class repertoire. "Take a Neighbor for a Partner"¹ is a new song whose message of friendliness and simple but lively tune has been used and liked by many youngsters. Addition of rhythmic exercises such as clapping, stamping, and bowing, add to its enjoyment.

Short verses may be employed to clarify democratic attitudes as well as to extend the influence of what has been learned in the class room into the environs of playground and home.² The following was written for and used with very young children:

Just the Same

All of us are neighbors,
And we are much the same.
We like to run, we like to jump,
We like to play a game.

We all enjoy our holidays,
We all have birthdays, too,
It's fun to have so many friends
To share the things we do.

Stories related in the classroom should emphasize positive values through the employment of terms applied to the children's own constructive behavior. Such introductory statements as "This is the story of two good neighbors," or such questions as "Who is the 'good neighbor' in the picture?" "What did the 'good neighbor' do?" "What should a 'good neighbor' have done?" etc., will lead pupils to make identification with their own experiences and their newly acquired definitions of neighborly understanding. *Two is a Team* lends itself beautifully to such treatment, but any fairy tale, as well as the youngsters' own stories of "good neighbor" deeds in the classroom may be used similarly.

With the advent of religious holidays, discussion of the fact that such celebrations are as common as birthdays may be followed by the enumeration of activities preceding these occasions, such as readying the home for the festivities, serving special or party foods, visiting relatives,

¹ See *The Instructor*, Feb., 1949.

² See "Verse and Song for Democratization" in *Elementary English*, Oct., 1948.

attending a place of worship, singing songs, and the like. Pupils involved may be given opportunities to tell of such proceedings, while the teacher leads others in the class to see parallels in observances which take place at various times in their own homes, thus forging bonds of understanding and respect through identification of likenesses comprehended by the children and unresented by the parents.^a

These practices may be supplemented by the use of visual materials for display in the classroom as well as in the home. Drawings may be collected to form scrapbooks for the youngsters to look at in their leisure moments.

All negative action should be discussed privately whenever possible; when such action occurs, it should be borne in mind that explanation and adjustment are preferable to reproof and reproach, as they leave individuals involved more comfortable and do not tear down self-esteem. Children may be given an explanation for seemingly unfriendly behavior such as jostling to attract attention. In such circumstances it may

^a For other activities, see "I Teach a Way of Living" in *Elementary English*, Nov. 1947, and "Developing Visual Material for the Democratization Program" in *Chicago Schools Journal*, June 1948.

be explained: "John is a good neighbor who wanted to be your friend, but he did not know that the fastest way to make a friend is to do something for him or to share something with him; that is why he pushed you—so that you would notice him. Will you give John another chance to be your friend? It's American to give neighbors another chance."

Whenever it is discovered that pupils have come in contact with the "Eenie, meenie" verse commonly used by youngsters for counting out, the same jingle may be revised by substituting the term "neighbor" for the offensive one, and the "American" way of determining the leader learned and practiced in the schoolroom until it becomes a habit. The revised line should read, "Catch a neighbor by the toe."

The practices recommended in this article indicate the need for teachers sensitive to the emotional requirements of children, and the importance of a free and stable atmosphere in which there is skillful employment of the alchemy of social recognition to satisfy these needs. Such teachers and such an atmosphere are prerequisites for the promotion of democratic attitudes which will be translated into habits of living.



AN EYE TO THE FUTURE

International Council for Exceptional Children to Hold 28th Annual Meeting.

The 28th Annual Convention of the International Council for Exceptional Children at the Hotel Stevens, Chicago, opens on Sunday, March 19, at 4 o'clock, when the Chicago Council will welcome all guests at an informal tea. From that hour until the final session on March 23, the program promises to offer outstanding speakers and leaders in the field of the education of the exceptional child. The theme throughout the convention will be "Meeting the Needs of All the Children of All the People."

At the opening general session on Sunday evening the delegates will be greeted by Governor Adlai Stevenson of Illinois, Mayor Martin H. Kennelly of Chicago, and the General Superintendent of the Chicago Public School System, Dr. Herold C. Hunt.

On Monday morning following President Ar-

thur S. Hill's keynote speech, Dr. Hunt will address the convention on the subject, "Education for the Exceptional Child is not Apart From, but a Part of All Education." Monday evening Mrs. Charles Roland, Chairman of the Illinois State Parent-Teacher Association Committee on the Exceptional Child, will be chairman of the discussion on "The Parent is Also a Teacher."

Tuesday morning will be reserved for delegates to have the opportunity to visit Chicago's notable special schools, clinics, and renowned hospitals. Climaxing the activities of the convention will be the banquet on Tuesday evening in the Grand Ballroom of the Stevens.

Throughout the convention sectional meetings are scheduled to study the problems of teaching children who are hard of hearing, deaf, blind, epileptic, mentally retarded, socially maladjusted, emotionally handicapped, or specially gifted. Other sectional meetings will discuss speech cor-

rection, sight-saving, medical services and facilities, public and private agencies, rehabilitation and placement, the visiting teacher, administration, and guidance. Nationally known educators and specialists in these fields will be speakers and discussion leaders for these meetings.

* * *

Louisville Public Library Increases Its Services by Operating a Radio Station and Installing Television Sets. The Louisville Free Public Library has been attacking the problem of increasing its service to the public with remarkable energy and notable success. It has undertaken the job of operating a radio station as its newest venture into the field of attracting the public to the business of continuing education through all of the fascinating avenues the library provides. This radio station is a diminutive 10 watt FM affair affectionately labeled Tiny Tim. Its studios are in the main library and over its microphones will be broadcast news of books and art as well as musical programs.

In its campaigns to make "stored knowledge" not only available but attractive, the library has already had some radio experience in its use of leased time. The response to these efforts has been shown in an increased circulation of books, framed works of art, records, films and movie projectors—all circulated by the same lending card system.

Another feature of the library service has been the installation of television sets in all Louisville libraries. Every attempt is being made to show that "there is nothing to be afraid of" in art and culture.

* * *

Staff Members Needed for Summer Workshops in Intergroup and Intercultural Education. Persons interested in serving as staff members of summer workshops in intergroup and intercultural education may communicate with Leo Shapiro, National Director, Department of Education, Anti-Defamation League, 327 South La Salle Street, Chicago 4, Illinois.

Workshops of this type have been getting increasing attention from colleges and universities all over the country. In fact they have been so well received that educational institutions are already looking for qualified people to serve as staff members for workshops for the summer of 1950.

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A typical workshop usually runs for about six weeks, five days a week. "The remuneration for such services is quite good," says Mr. Shapiro, "and all in all the experience can be very rewarding."

* * *

National Language for India Adopted. The spread of knowledge and information in India is likely to be helped by the recent decision to use Hindi, written in Devanagiri characters from left to right, as the national Indian language. In making the decision, India's constituent assembly provided for a transitional period of 15 years during which English will continue to be the official language.

The decision ends a year-long controversy on whether to use Hindi, which is spoken by nearly 80,000,000 people in North and Central India, or its variant Hindustani, which includes Persian and Arabic words and is written in Arabic script, from right to left. Hindustani is understood in almost the whole of Pakistan, West, North, Central and East India.

In some parts of India, particularly in the south, the only common language is English, and Hindi or Hindustani are not understood. Money notes and other documents are printed in eight languages. The adoption of a single language is expected to do much towards raising educational standards and understanding between the many diverse elements which form India's population.

(Unesco Features)

The Human Relations Front

By LAYLE LANE, Chairman of the Committee on Democratic Human Relations

"A truly free society can exist only if its members have mutual respect and consideration for one another. Freedom is limited to the extent that such a relationship fails to obtain. This principle, applied to a wide range of human relations problems, provides a basis for analysis and judgment which should promote understanding and aid in their solution."—O.C. CARMICHAEL, 1949 Report Carnegie Endowment for the Advancement of Teaching.

DEBITS

The District Committee, a committee of Congress administering the city of Washington, has not reported out of committee the District of Columbia Charter Bill providing suffrage and home rule for Washington citizens. The bill has passed the Senate and if brought before the House would undoubtedly pass. The block lies in the reluctance of some Congressmen to give up their control over the city and to enfranchise the 25% of the Washington population which is Negro.

* * *

The Board of Censors of Atlanta, Georgia, banned the movie "Lost Boundaries" because the showing "might adversely affect the peace, morals, and good order of the city." The producers of the film have taken the case to the federal district court in an effort to have the authority of state and local boards of censorship finally determined by the U.S. Supreme Court.

* * *

The Anglo-Saxon Federation of America, located at Haverhill, Mass., is spreading anti-Semitic propaganda throughout New England. The organization claims that Anglo-Saxons, not Jews, are the real descendants of the Ten Lost Tribes of Israel and, therefore, are the true Israelites. The Jews, then, have no claim to Israel.

* * *

The state of Arizona has withdrawn from the federal-state program of child care because of a dispute over the care of Indian children. The state contends Indians are the wards of the federal government and, therefore, the state has no obligation to them under the Social Security program. The Arizona Board of Public Welfare decided not to provide, after January 10, for Indian children suffering from rheumatic fever.

* * *

A Nisei applicant for the Sacramento, Calif., police force who passed all tests successfully and was fifteenth on the eligibility list was told he would not be accepted because he is of Japanese ancestry. A representative of the Japanese American Citizens League who investigated the case was told the police department "does not feel justified in experimenting by placing a Nisei officer on the force." He added that since Japanese Americans have a record for being a law-abiding group, there should be no need for a Nisei patrolman.

CREDITS

The students of Abraham Lincoln High School, New York City, gave the Lincoln Award to Dr. Everett Clinchy of the National Conference of Christians and Jews "in appreciation of his significant contribution to the development of brotherhood across the barriers of religion, race, and national origin."

* * *

The Rev. Kiyoshi Tanimoto, the minister about whom John Hersey wrote in his pamphlet *Hiroshima*, has just completed a 14-month tour of the United States in the interest of peace. He proposes to establish at Hiroshima a world peace center. The Institute would not only study ways of promoting peace, but would have a social service station for the benefit of the victims of the bombing.

* * *

The *Woman's Home Companion* is providing reprints of an article on Washington which appeared in the February issue. The article shows the gap between the actual practices in Washington and its position as the capital of a democratic nation. It is also a plea that the home rule which Washington enjoyed from 1801 to 1874 be restored.

* * *

The candidate who made an issue of white supremacy in the New Orleans mayoralty campaign was defeated in the primary by Mayor DeLessep Morrison. The mayor was charged with being "untrue to the South when he awarded the key to the city last December to Dr. Ralph J. Bunche."

* * *

The Army has decided to remove "restrictive assignment quotas" for Negro troops. Army commanders are instructed to fill vacancies throughout the service without regard to race or color. For the first time Negro soldiers will be able to compete for jobs on an equal footing with other soldiers.

* * *

At Leyittown, L.I., a veterans' housing project of 40,000 residents, a cooperative baby-sitting project has been worked out between Jewish and Christian families. Under the plan a Christian family will baby-sit on Friday nights for a Jewish family that wishes to attend religious services, and, in turn, the Jewish family will sit for the Christian family during Sunday morning services.

BOOKS AND TEACHING AIDS

The Community as the Schoolroom For Adult Education

THE SCHOOL-CENTERED COMMUNITY, by S. E. Torsten Lund. *Anti-Defamation League of B'nai B'rith*, 212 Fifth Ave., New York 10, N. Y. or 327 S. La Salle St., Chicago 4, Ill. 1949. 42 pp. 25 cents.

A new concept of adult education in which the local community is the schoolroom and the problems of its citizens the textbooks, is put forward by S.E.T. Lund, professor of education at the University of California in a recent issue of the Freedom Pamphlet series, "The School-Centered Community."

Professor Lund's pamphlet, published by the Anti-Defamation League of B'nai B'rith in cooperation with the American Education Fellowship, terms this approach the "school-centered community." It is one in which the local citizens continue the learning process by joining together to study and act on their own community problems.

The practice of local democracy, Professor Lund points out, has become increasingly difficult in our complex and urbanized society. Unlike the simpler world of a few generations ago, our mode of living offers us less and less opportunity to make face-to-face contacts, to see our local problems in perspective and to participate in their solution. Yet one of democracy's chief concerns is to develop a citizenry capable of understanding and solving its present problems.

The one practical approach, says Professor Lund, is a combination of education and action. And the best adult school available right now is our own community. Its "curriculum" would be the many important issues that local people could study and do something about on the local level. For example there is the whole area of human relations, he says. Almost every community is marked by strained relations between the majority and various minority groups. Interracial groups can be formed to study some community need of interest to all the participants. In the course of working together on any common problem, individuals of different backgrounds come to know and respect each other. On the other hand a given group could work directly on such problems as segregated housing, or the inequality of educational opportunity in the community or any other local manifestation of prejudice. In tackling honestly such issues, says Professor Lund, the group will not only be educating itself but will at the same time be contributing heavily to the solution of some of democracy's pressing problems.

Other areas for community study are the role of labor, the adequacy of public services, the use of natural resources and a host of similar public problems, all of which, says Professor Lund, could serve as a profitable medium for the adult education process. The public school, he says, is of course the best and logical resource for conducting such educative programs, but

others which could be utilized include social service agencies, trade unions, womens' clubs and church groups.

The "school-centered community," says Professor Lund, not only will enable us to play our roles as citizens more intelligently, but will help prepare us to understand better the larger problems of the state, the nation and the world.

The Evolution of Walter Lippmann

WALTER LIPPMANN: A STUDY IN PERSONAL JOURNALISM, by David Elliott Weingast. *Rutgers University Press*, New Brunswick, N.J. 176 pp. \$3.00.

Most members of the American Federation of Teachers know Dr. David E. Weingast as the Chairman of the Social Studies Department, East Side High School, Newark, N.J. He was an active participant in the Labor History Week of 1949, which attracted wide and merited attention among educators.

However, in *Walter Lippmann: A Study in Personal Journalism* Dr. Weingast plays the role of a capable research worker and analyst. Lippmann, who has written so much about other men and movements, is here himself subjected to scholarly and effective criticism. The book tells the story of Lippmann's mental evolution. The one-time secretary to the Socialist Mayor of Schenectady has now "identified himself with those who distrust democratic processes and favor a ruling elite." He has gone from Fabian Socialism to a conservative support for the status quo. From "non-spiritual humanism" he has shifted over to "an unmistakable recognition of a super natural infinity."

Weingast describes Lippmann's life as a prelude to a content analysis of his column in the years 1933-1938. All Mr. Lippmann's learned exposition and Olympic calm in the face of immediate suffering and the need for emergency measures do not prevent him from being proved wrong in many important comments on the New Deal and the Wagner Act. Mr. Weingast finally comments:

"He has not been an impartial witness. His judgments, however pure their purpose, have reinforced existing social and economic relationships and have militated against redressing glaring inequities." (p. 129)

"He is to be read with skepticism, with the feeling that his views are the serious reflections of a highly literate, well-informed mind, but also with the feeling that he has been wrong before and will very likely err again." (p. 130)

Because of the way in which our columnists have taken the place of the old-time editors and their personal journalism, it is to be hoped that similar studies on the same high level will be made of other writers. Meanwhile teachers, particularly those who are in charge of current events and social studies, generally would benefit greatly from this book.

MARK STARR, *Local 189, New York, N.Y.*

Here Is Progressive Education At Its Best

I LEARN FROM CHILDREN, by Caroline Pratt.
Simon and Schuster, New York, N.Y. 204 pp. \$2.75.

The title, "I Learn from Children," is an intriguing one. The book is even more so. It is a spontaneous, enthusiastic account of Caroline Pratt's experiences with children. Her love for children, and her absolute faith in children, produce wonderful results.

Caroline Pratt calls this volume "a piece of unblushing propaganda for the rights of children." If this be propaganda, then we should have more and more of the same kind. She believes ardently in the rights of children. They have the right to live in a child's world. They have the right to play, to work, to grow. The child has the right to select some work that is right for him, to plan this work, and then to carry it through to completion. The child has the right to life, liberty, and the pursuit of happiness at his own level, rather than on a level imposed on him by the adult world.

The absolute freedom (not license) accorded these children may seem startling to some of us. However, we must agree that this freedom did make it possible for these youngsters to achieve a full measure of growth under the happiest of circumstances.

After reading this book, we might be encouraged to allow children to assume an ever greater share of responsibility. We might want the joy of discovering for ourselves how much children can accomplish when they are permitted to choose a piece of work that is important and real to them. The experiences described indicate that when adults adopt a "hands off" policy, the results are gratifying, indeed. To stand in the background, to follow the children's lead, to be there to offer assistance and guidance only when failure is in the offing—this is ever so difficult. However, the remarkable results that are achieved, when children are permitted full responsibility, make it worthwhile for us to grant youngsters their freedom.

The joyous, happy experiences that the children in City and Country School created for themselves, and the wholesome growth that resulted, indicate that Caroline Pratt's method has merit, indeed.

Do you want an exciting hour? Then read *I Learn from Children*.

ESTHER B. AGENSKY, *Local 3, Philadelphia*

A Report on the Training Programs For Women in the Armed Forces

WHAT COMES OF TRAINING WOMEN FOR WAR, by Dorothy Shaffer. *American Council on Education*, Washington 6, D.C. 223 pp. \$3.00.

This report, based upon careful research, one of the series undertaken by the Commission on Implications of Armed Services Educational Programs, describes the services performed by women in World War II—the numbers involved, the kinds of work performed, and the training they received. To supplement the study of official reports and the conferences with many individuals responsible for the training programs, an attempt was made to obtain the reaction of women themselves, from those who had participated in the programs

and who had returned to civilian life. While the number of women who returned the questionnaires was not large (some fifty out of one hundred eighty-six to whom questionnaires had been sent), the replies are of interest and have significance.

In addition to giving an over-all view of women's participation in the war effort in all branches of the armed forces, the study has special meaning to those teachers who are concerned with the vocational training of women not only in war but in civilian life. Photographic illustrations of women in training add much of human interest to the report.

FLORENCE E. CLARK, *Local 1, Chicago, Ill.*

A Description of Three Books By the Canadian Youth Commission

Because of the similarities between youth problems in Canada and in the United States, persons interested in the welfare of youth may want to send for a folder describing the publications of the Canadian Youth Commission. Three of their more recent books are:

Youth, Marriage, and the Family. This is an authentic picture of Canadian family life today. It contains the frank opinions of young people about their parents.

Youth Speaks Out on Citizenship. This timely book contains significant chapters on social responsibility and group action. 192 pp.

Youth Speaks Its Mind. This is a dramatic and popular interpretation of youth today by a distinguished Canadian author, Blodwen Davies. It is a summary of eight books published by the Commission. 288 pp.

The folder describing each of the books listed above can be obtained from the Canadian Welfare Council, 245 Cooper Street, Ottawa, Canada.

A Comprehensive Directory Of High Schools in the U.S.

A Directory of Secondary Schools in the United States, recently issued by the Federal Security Agency, lists public and private schools in every state, the District of Columbia, and the Territories, and furnishes information on each school's accreditation status, number of students and graduates, number of teachers, and other facts.

The directory, prepared by the Office of Education, is the most comprehensive guide to information about high schools in the United States ever issued. It lists by name more than 27,000 secondary schools of all organization types, including junior high schools.

Specifically presented for each public high school listed in the directory are the type of organization, number of years in the school, city size, enrollment by sex, the number of graduates in 1946, and the total professional staff. Private high school information covers enrollment by grades and by sex, number of graduates in 1948, and professional staff. Schools which are accredited by either a state or regional accrediting agency are so designated. In this respect, the new directory is a revision of Office of Education Bulletin 1944, No. 4, *Accredited Secondary Schools in the United States*. Principal requirements of state and regional accrediting agencies and associations also are offered in the publication.

The Office of Education high school directory should prove particularly useful to those who counsel high school students, to research workers in secondary education, as well as to parents who want to know whether the high school they choose for their boy or girl is an accredited school.

Copies are available only from the Superintendent of Documents, Government Printing Office, Washington 25, D.C. as Office of Education Circular No. 250. The price of a single copy (496 pages) is \$1.50.

Occupational Guides by The Michigan Employment Service

The Michigan State Employment Service is preparing a series of "Occupational Guides" for the major occupational fields in Michigan. These guides should be useful to counselors and teachers not only in Michigan but also in other parts of the country, since they contain information concerning the opportunities in various occupations, the training required for them, and the wages, hours, and working conditions to be expected.

Guides have already been completed for the following occupations: barber, beauty operator, bookbinder, chiropodist, cleaning, pressing, and related occupations, composing room occupations, dental technician, dentist, electrotypist and stereotypist, furniture finisher, lithographic occupations, office-machine serviceman, optician, optometrist, pharmacist, photo-engraving occupations, plumbing, steamfitting, and pipe fitting occupations, pressroom occupations, radio repairman and electronic industries, refrigeration mechanic and electric refrigerator repairman, shipboard occupations on the Great Lakes, veterinarian, and watch repairing occupations.

Michigan schools, libraries, and other agencies with a vocational guidance function may obtain a limited number of copies without charge. For other persons and agencies and for agencies outside the state of Michigan there is a charge of 25 cents a copy, with a special rate of 10 cents a copy for orders of five or more. The address of the Michigan State Employment Service is 7310 Woodward Avenue, Detroit 2, Mich.

Pamphlets . . .

- **SUGGESTIONS WITH REGARD TO SOME PERSISTENT ELEMENTARY SCHOOL PROBLEMS.** Bulletin of the School of Education, Vol. XXV, No. 1, Jan., 1949. For sale by the Indiana University Bookstore, Bloomington, Ind. 35 pp. 50c. Designed to assist school people in solving some of their persistent problems including those of age of entrance into the first grade, meeting the needs of children in the intermediate grades, and reporting children's progress to parents.
- **CAN FARMERS AFFORD TO LIVE BETTER?** by Lowry Nelson. Planning Pamphlet No. 65. National Planning Association, 800 21st St., Washington 6, D. C. 40 pp. 50c. Sociological and economic aspects of life on the farm are dealt with in their relation to the national economy.

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- **WHY I AM IN THE LABOR MOVEMENT**, by 15 labor leaders. Special Report No. 20. National Planning Association, 800 21st St. N. W., Washington 6, D. C. 55 pp. \$1.00. Among the authors are several outstanding AFL leaders.
 - **PUBLIC AFFAIRS PAMPHLETS.** Public Affairs Committee, Inc., 22 East 38th St., New York 16, N. Y. Among the most recent of these pamphlets are: *Blood's Magic for All*, No. 145; *Women—and Their Money*, No. 146; *Your Teeth—How to Save Them*, No. 147; *Comics, Radio, Movies—and Children*, No. 148; *How to Tell Your Child About Sex*, No. 149; *Polio Can Be Conquered*, No. 150. Single copies are 20c.
 - **HEADLINE SERIES.** Foreign Policy Association, 22 East 38th St., New York 16, N. Y. Pamphlets recently published in this useful series are: *Man and Food: The Lost Equation?*, No. 73; *British Road to Recovery*, No. 74; and *Report on the UN*, No. 75; *Empire's End in Southeast Asia*, No. 78. Each sells for 35c.
 - **OPPORTUNITIES IN HOME ECONOMICS—A GUIDANCE AID.** The material in this pamphlet was prepared by the Home Economics Education Service of the U. S. Office of Education and published by the American Home Economics Association, 700 Victor Bldg., Washington, D. C. 28 pp. 75c. The pamphlet will be especially valuable to teachers doing guidance work.
 - **A LIST OF STORIES TO TELL AND TO READ ALOUD**, compiled by Eulalie Steinmetz. Fourth edition. New York Public Library, New York, N. Y. 1949. 99 pp. 75c.
- The longest section of this pamphlet is devoted to listing 730 selected stories alphabetically by title with brief annotations. Another section lists books in which many of the stories can be found. There is a subject index which permits easy choice of stories for special occasions and purposes. Many of the stories are old favorites but there are some less well-known ones with intriguing titles. Teachers of the "pinafore set" will find the list most helpful.

NEWS FROM THE LOCALS

Victory of Madison Federation Includes Salary Increase and Contract Changes

763 MADISON, ILL.—The Madison Federation of Teachers has won two major victories: first, they have been recognized as the bargaining agent for the certificated teachers of Madison, not in a written contract but by implication; that is, the motion on the pay increase included sending a certified copy of the meeting's minutes to the AFT local, and the local was the group to which the new schedule was referred for acceptance; and second, they have been granted a satisfactory pay increase for 1950-51. In a community of less than 10,000, the increase represents evidence of a sincere interest in teacher welfare and makes the salary schedule compare very favorably with those in places of comparable size.

With the exception of a written collective bargaining agreement, the Federation won every point that it had asked for. One important matter was that everyone will be put on the schedule where he belongs, discontinuing the practice of spot raises. Further, the local was able to restore an unlimited sick leave provision which had been discontinued. They have also gained a new contract form which omits all of the reasons for which a teacher can be fired—a

clause which added nothing to the confidence of newly employed teachers!

In a letter from Marjorie Smith, one of the leaders of local 763, much of the credit for the victory is given to the Trades Council. She says: "We have our Trades Council to thank for 90% of our success. Mr. Hieronymus, the Secretary of the Trades Council, and Mr. Green, the president of the Council, were our spokesmen. . . . We also had the support of our local paper, the *Press Record*. . . . The paper has always been favorably inclined toward the Federation."

The agreement, which becomes effective July 1, 1950, means that the monthly pay will vary from \$260 for a newly hired teacher without a degree, to \$430 for a teacher with a master's degree or above and experience of eleven years or more. The increase represents a raise of \$415 on each teacher's salary and an increase of \$505 at the maximum, through the addition of an eleventh year on the schedule. The money and the improvement in contract, as well as the elimination of rankling inequities, truly represent a signal victory for Local 763!

Sick Leave Rules Present Problems in D.C.

27 WASHINGTON, D.C.—The members of Local 27 are glad that action has been taken to provide cumulative sick leave with full pay for the teachers of the District of Columbia. However, they see some omissions in the law which appear to them to be weaknesses working hardship on teachers under certain circumstances. To take care of cases of extended illness, the members of the local urge that the law be amended to provide that teachers who have exhausted their sick leave with full pay shall be permitted to be absent from duty for a period not to exceed sixty school days, provided that a substitute shall be appointed and provided that the amount paid to the substitute shall be deducted from the salary of the absent teacher.

Moreover, they point out that except for death in the home or illness, a teacher may be absent only for "pressing personal emergency," and that application for that kind of absence must be made in advance. Since an emergency is by definition an unforeseen situation, there are obvious difficulties in meeting this requirement.

They ask also that provision be made for leave for personal business.

Finally, they urge that the requirement of a doctor's certificate after only three consecutive days of illness be changed, and they recommend that such a certificate be required only after five consecutive days' illness, since even a common cold for which no doctor is called may require a week for recovery.

Detroit Local Assists Program for Dental Care

231 DETROIT, MICH.—A year ago the Detroit Teachers Union initiated a move for dental care for school children. The plan met with the approval of the city council and the health commissioner, who conferred with dentists and then proposed that the plan be improved to provide for the application of fluoride to all children's new permanent teeth. A survey by the Dental Society revealed that the union's suggestion was very important, since Detroit seemed to be far behind other cities in public dental service. This aroused the city council to action and a program was set up for school dental clinics. It is hoped that nothing will interfere with this excellent project.

Eklund Writes Editorial For Denver Newspaper

858 DENVER, COLO.—The *Denver Post* carried a guest editorial on January 25, written by AFT President John M. Eklund. Under the title "Many Lacks Still Badger U.S. Schools," Mr. Eklund made four points clear: first, that schools require an adequate tax support; second, that schools are suffering from a lack of trained personnel; third, that school plants are woefully in need of expansion and modernization; and fourth, that authorities have taken an indifferent "take-it-or-leave-it" attitude. The solution to these problems is of immediate concern both to parents and to the nation as a whole.

Jerome L. Toner Named Delegate to ILO

478 OLYMPIA, WASH.—President Truman named the Reverend Jerome L. Toner, dean of social sciences in St. Martin's College, as U.S. delegate to ILO sessions in Geneva, Switzerland. The Reverend Toner is a member of Olympia AFT and will be remembered as a speaker at the Washington Federation of Teachers convention last year. He was also the "Freedom Train" speaker before the Central Labor Council.

Seventeenth Anniversary Celebrated By Toledo Local

250 TOLEDO, O.—Local 250 has survived its difficult early days and recently celebrated its seventeenth anniversary. In their February bulletin, they look back and say, "Memory recalls a wintry day in 1933 when a group of teachers met in the old Woodward auditorium to elect by direct nomination and vote the first officers of Local 250. That some teachers have hazy memories . . . awakens one to the realization that many more teachers do not know of the growing pains and the struggles of our organization which have resulted in some of the better working conditions of today. Then there were closed banks, unpaid taxes, long lines of unemployed. . . . Contracts, however, called for varying percents of the basic scale; part of the time that percent was paid in script—not cash. As jobs became scarce and more scarce, marriage and address outside Toledo

were causes for dismissal. Long before there were more jobs than teachers, marital status and residence ceased to be factors in employment, the single salary schedule was adopted, and accumulative sick leave was a policy. Those times were rough, the problems tough; but teachers learned the joys of working together for the common good of the group. That is the cornerstone of democracy and remains today one of the great challenges to each of us as members of a democratic society. Alone we may be rather ineffective, but accepting our individual responsibility to our group's activities we insure the future of democracy."

At their birthday party on February 11, the speaker was Paul Schrader, managing editor of the *Toledo Blade*, who recently returned from Europe. His subject was "Europe—Today and Tomorrow."

AFT Loses Leader and Friend In Death of Dr. Robert F. Conklin

484 SPRINGFIELD, MASS.—Members of AFT experienced a deep sense of loss to learn of the death of Dr. Robert F. Conklin in the rugged mountains of the Philippines. Dr. Conklin was an exchange professor on leave from the English department of Springfield College. He was known to many AFT members because of his participation in AFT activities and his service as the first president of the Springfield local.

In an expression of regret at the loss of its member, Local 484 writes

that "Dr. Conklin gave untiringly of his time and energy as a delegate for many years to the CLU. After his war service with the USO in World War II, he was elected president of the local for a second time. He resigned this presidency to accept the appointment at the University of the Philippines.

"Local 484 feels that it has lost not only a loyal member, but a fine teacher who will be remembered for his scholarship and integrity."

AFL Leader Addresses Meeting of Local 2

2 NEW YORK, N.Y.—James C. Quinn, secretary-treasurer of the Central Trades and Labor Council, brought greetings from 500,000 AFL workers in greater New York to a recent meeting of the Delegate Assembly of the New York Teachers Guild, AFT Local 2. He promised active Central Trades Council support in the Guild's salary campaign. Two matters were also suggested by the delegates for Trade Council consideration: first, labor representation on the New York City Board of Education, where at present there is no spokesman for labor; and second, the establishment of a labor essay contest for high schools, because labor now neglects this area, while the N.A.M. and some conservative groups devote much attention to it.



National Society for Crippled Children and Adults, 11 S. LaSalle St., Chicago 3, Ill.

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Louisville Local Cites Accomplishments

672 LOUISVILLE, KY.—The Louisville Federation of Teachers was chartered in January, 1941. Since that time the salary schedule has been improved immensely. In 1940 the minimum salary for both bachelor's and master's degrees was \$900! Now the minimum for a bachelor's degree is \$2400 and for a master's, \$2600; while the maximum for an A.B. was \$2500 and for an M.A. \$2700, it now is \$3900 for an A.B. and \$4200 for an M.A. Previously as much as 26 years were required to reach the maximum, whereas now the maximum is reached in not more than 14 years.

No provision was made for sick leave in 1940; now ten days are allowed annually with an accumulative leave of thirty days.

A third excellent accomplishment of the local is the election of three Federation endorsed members to the school board.

E. Stanley Brown Again Appointed to Tax Board

511 EAST CHICAGO, IND.—For a fifth year, E. Stanley Brown has been appointed by Lake Circuit Court Judge Felix A. Kaul to serve on the Lake County Board of Review. Ten local school systems, in which there are eleven AFT locals, are supported by the taxes of Lake County. The Board of Review consists of two lay members and the county treasurer, the auditor, and the assessor. They hear complaints of taxpayers and determine whether valuations should be changed. Prior to serving on this Board, Mr. Brown had served on the Lake County Board of Tax Adjustment.

Eleanor Coit Returns From Service in Germany

189 NEW YORK, N.Y.—Eleanor Coit, director of the Labor Education Service and member of the Workers Education Local, returned recently from Germany, where she had been sent by the U.S. Government as a visiting expert on worker's education. Shortly after her return she talked on her experiences in Germany to a group of workers' education leaders in Chicago.

Improvement in Sick Leave Rules Adopted in Yonkers

860 YONKERS, N.Y.—An improved set of rules for sick leave has been adopted in Yonkers upon a plan outlined by Local 860. Beginning with February 1, 1950, the regulations allow an absence of fifty days with pay for teachers with five or more years of service. After July 1, 1950 additional sick leave up to ninety days may be accumulated at the rate of ten days per year. The rules are also specific in the amount of deduction for absence extending beyond the maximum allowance per year and for payment of absence due to accidents sustained in school or on the school grounds.

Several features of the regulations make provision for individual situations. Among these are sections providing that the superintendent of schools may, at his discretion, report

to the board of education for special consideration cases involving employees with a long period of service, where undue hardship, previous fidelity of service, or unusual circumstances warrant such action. Moreover, five days with full pay are allowed for cases of death in the immediate family, and further provision is made if the interment is at a distant point and more than five days are required. The same consideration is allowed for any member of the teacher's household without regard for the nature of the relationship. One day of absence with pay is given in cases of the death of more distant relatives, for example a niece or a nephew. Finally the superintendent is given the power to approve absence for causes other than illness or death in the family.

Contra Costa County Local Seeks Labor Representation on School Board

866 CONTRA COSTA COUNTY, CALIF.—For some time the Contra Costa County local of the AFT has been engaged in an uphill struggle for the cause of education and for the betterment of the educational situation for teachers and for students. Until this year the struggle has been largely for improvement in teachers' salaries. In some cases teachers' incomes have doubled in the last three years, and they are no longer hopelessly behind the average wage earners'; however, no account of the professional status of the teacher has been taken and incomes are still far behind those of other professional groups. Nevertheless, teachers here are now placing salary in a secondary spot and turning to other matters which will benefit both students and citizens.

One of their objectives, which has been waiting for attention, is the matter of labor representation on the board of education. Although labor has usually had only a minority voice in boards where it is represented, that voice can do much to express labor's views, inform the public, and exert a healthy influence on educational

policy. The new project, then, aims to gain a school board which will be completely representative.

Ann Maloney Appointed To Indiana Commission

4 GARY, IND.—Miss Ann Maloney, a member of Local 4 and one of the vice presidents of the AFT, has recently been appointed by Governor Henry F. Schricker to the Advisory Council for the Indiana Employment Service Commission. This is indeed an honor, since there are not many women members on state boards and commissions.

Purity Pays!

571 WEST SUBURBS, ILL.—Leyden Township High School reports that union cooperation with an intelligent administration is resulting in progressive policies and activities which truly produce the best educational service to the community. This is the result of the 99.44% membership in the union.

Labor Pledges Support to 800

800 KANSAS CITY, KAN.—The January meeting of Local 800 was greeted by Mr. F. M. Crump, first vice-president of the Kansas State Federation of Labor. He offered program suggestions and promised the support of labor in the solution of the local's problems.

Salinas Local Reviews Labor's 1949 Activities in Monterey County

1020 SALINAS, CALIF.—Among its 1949 activities, the Monterey County Labor Union:

1. Made more effort in behalf of Salinas school bonds than any other organization.
2. By donating free labor made it possible to continue Alisal Child Care Center.
3. Made regular donations to charity whenever requested, including a donation to the Salvation Army, and another to the Alisal Youth Organization.
4. Gave free Kiddies' Christmas Party which crowded the high school auditorium.
5. Cooperated in the Salinas apprentice training program.
6. Attempted to get from the Salinas school boards a pledge of no discrimination against teachers for joining teacher unions. (This may take some time.)
7. Gave moral support and help to AFT 1020.

8. A year ago ran a labor candidate for the high school board. Although the candidate was defeated, he ran a good race, getting enough votes to win in most local school board elections.

9. Decided to back a candidate for the high school board in the election to be held this spring.

Increment Credit Course Offered by N.Y. Local

2 NEW YORK, N.Y.—An increment credit course for teachers, "Human Relations for the Teaching Profession," is being conducted by the extension division of the School of Labor and Industrial Relations of Cornell University at the request of the New York Teachers Guild. The course, which began February 7, is the first one offered to a trade union of teachers in New York; however, registration is not limited to members of the Guild.

For the most part the course is being conducted as a workshop and will consider all phases of teacher relationships and their harmonious functions in training pupils for responsible citizenship. A special feature of the series of meetings is the use of illustrative films on audio-visual aids as a means of improving interpersonal relations in labor, management, and professional organizations.

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Meeting of Kentucky Federation Advised On Labor-Management and Political Matters

Among the important resolutions passed at the recent convention of the Kentucky State Federation of Teachers were those asking for a minimum wage law of \$3000 for Kentucky teachers, endorsement of federal aid to education, and fair treatment of Negroes both in the matter of equal pay for equal work and in the distribution of federal funds allotted to land grant colleges.

The delegates were addressed by Martin Wagner, executive secretary of the Louisville Labor Management Committee; Ernest Hassold, head of the Department of English at Louisville University; and Robert Woerner, legislative chairman of the Kentucky Federation of Labor. Mr. Wagner urged the importance of an objective approach in teaching labor-management relations; he maintained that although this subject is one of great concern to a large number of citizens, many persons get their knowledge from newspapers which must deal with aberrations, not

norms. Teaching labor-management relations should never include social evaluations which are partisan but should provide adequate training and accurate data to permit objective analysis.

Mr. Hassold spoke of his experiences and observations as an officer of the military government in Germany. To the German teachers, he said, it was a source of surprise that he could be both a military man and a union leader. Mr. Woerner spoke of his contacts with legislatures and legislators, since he has had much experience as a lobbyist in Frankfurt.

At the banquet which closed the convention there were reports of the progress of many locals as well as comments by Professor Tom Rusch of the University of Kentucky and Raymond Stephenson of the Louisville Board of Education.

In the election of officers at the convention Patrick Kirwan was chosen president for the fourth time.

Tax Study Is Convention Topic at Seattle Delegates Enjoy Visit to New Ridge School

At its convention in Seattle, the Washington Federation of Teachers heard Congressman Hugh B. Mitchell discuss federal aid to education and many topics of local interest. He felt that, although Washington does not stand to benefit greatly from a federal aid bill, the raising of educational standards resulting from such a bill would have a healthful effect upon the state. The convention also voted to provide funds for one scholarship to the AFT Workshop to be held at the University of Wisconsin School for Workers in the summer of 1950.

A report by Dr. Ralph I. Thayer presented releases of the Washington State Tax Commission and of the bureaus of the United States Department of Commerce to show that Washington taxpayers are not groaning under an excessive tax burden and that 49.1% of the taxes collected by the state are returned to local governments for spending.

Other speakers urged that teachers remember that the public needs education in the philosophy, aims, and needs of the schools and that teachers should take an active interest in the selection of candidates for political offices.

The meeting was held in the View Ridge School. This newly construct-

ed building embodies all features of modern design, including a cafeteria that doubles as an auditorium. Delegates enjoyed the opportunity to visit the building as a part of the excellent and satisfying program.

Hats Off to the Ladies!

250 TOLEDO, O.—Miss Marie L. Schwanke, public relations chairman of the Toledo Federation of Teachers, was appointed recently to the Toledo Board of Community Relations by Mayor Michael V. DiSalle.

Mrs. Dorothy Matheny, president of the Toledo local, has been elected a delegate to Labor's League for Political Education.

Minnesota President Has Column in Labor Weekly

238 MINNEAPOLIS, MINN.—Starting with the issue of January 5, all members of the Minneapolis Federation of Men Teachers have been receiving the *Minneapolis Labor Review* regularly. A weekly column, "Behind the School Headlines," written by Charles E. Boyer, president of the Minneapolis State Federation of Teachers, is a feature of the publication.



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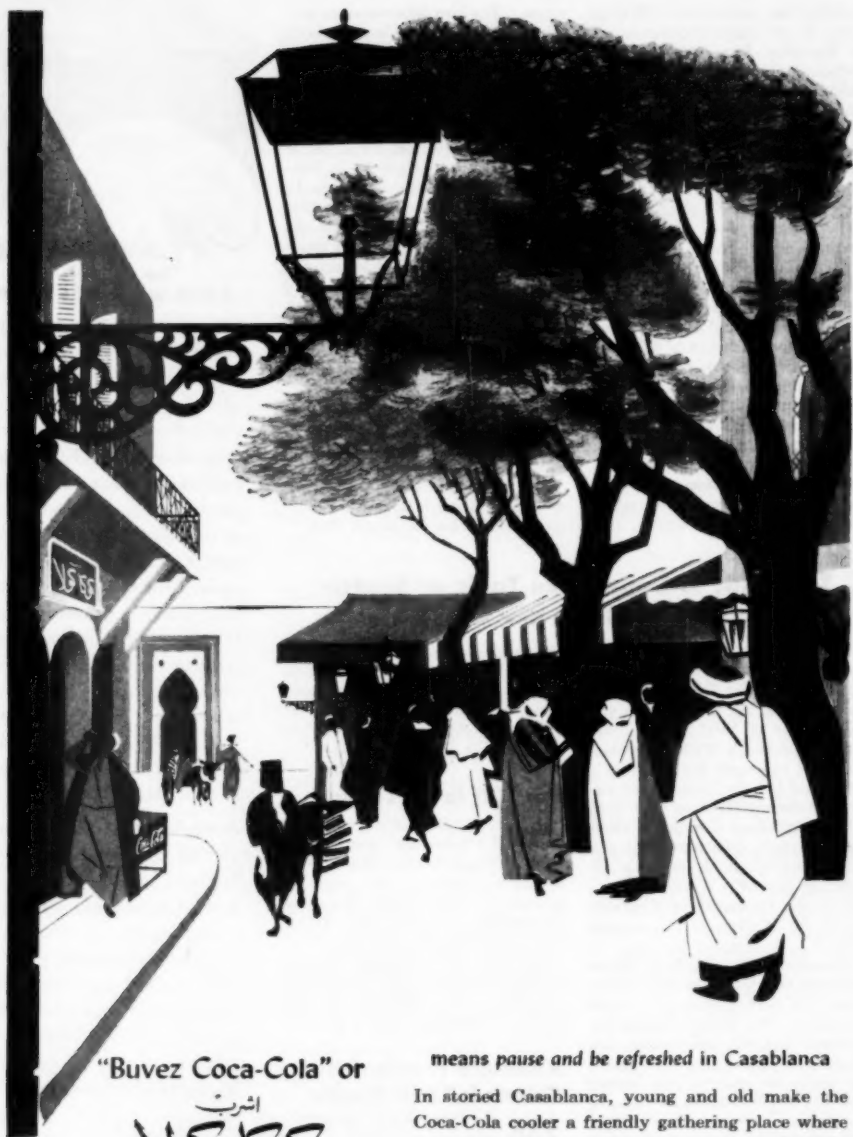
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